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ABSTRACT

Intended for administrators of preschool special education programs, the manual provides guidelines concerning the administrative processes accompanying transition to the elementary program. These include: (1) procedures for establishing communication and information exchange between the preschool program and the local education agency; (2) parental participation in the transition process using a "Transition Plan" developed by a child's parents and preschool program staff; and (3) follow-up procedures for children after their transition, with an emphasis on pertinent information reaching the classroom teacher. Appendixes include a list of transition projects, a sample transition timeline, examples of teacher summary reports, a child summary form, and sample placement letters. (DB)

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Preparing for Transition: A Guide for Administrators of Preschool Special Education Programs

Mark S. Innocenti, Sarah Rule, and Barbara J. Fiechtl

Copies of this publication may be obtained from:
Outreach & Development Division
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6845

Preschool Transition Project
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah
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"'Transitioning' refers not to one element of service but to the repeated passage of the child and family from one set of service circumstances to another."

(Healy, Keesee, & Smith, 1985, p. 88)

"A comprehensive transition program should address: the environment, receiving teacher, follow-up, administrative involvement, teacher training, expectations for the child, exchange of information between teachers, preparation of the child for change, and involvement of the child's parents."

(Moore, cited in Hutinger, 1981)

Transition encompasses many aspects of a child's education and affects many people concerned with a child's education. This manual presents information related to one such aspect, the administrative processes accompanying transition. These include (a) procedures for establishing communication and information exchange between the preschool program and the local education agency (LEA); (b) parental participation in the transition process using a "Transition Plan" developed by a child's parents and preschool program staff; and (c) follow-up procedures for children after their transition, with an emphasis on pertinent information reaching the classroom teacher.

The information to be presented in this manual was compiled by the staff of the Preschool Transition Project (PTP), a Handicapped Children's Early Education Program model and demonstration project. Although the procedures described herein were developed for use with LEAs in Northern Utah, the disparity between LEAs required that the procedures be flexible enough to accommodate different practices. The procedures were developed for use primarily with mildly handicapped children who were four or five years old

and whose transition from a preschool program to the LEA was imminent the following year.

At the time these procedures were developed, preschool programs for handicapped children were provided by an agency separate from that of the LEAs. With the implementation of P.L. 99-457 (mandating special services for handicapped preschoolers), LEAs will assume responsibility for providing services to handicapped children ages 3 to 5. While this will alleviate some transition problems at the district level, communication between teachers, and between parent and teacher will still be needed. This manual can serve as a starting point for communication.

To put the procedures of this manual into context the Preschool Transition Program (PTP) will be briefly described. The PTP was based on a preschool service model referred to as the Social Integration Program (Rule, Stowitschek, & Innocenti, 1986; Rule, Stowitschek, Innocenti, Striefel, Killoran, Swezey, & Boswell, 1987). Children in the PTP were integrated into a non-profit day care center. Only five children were accepted into the PTP each year to maintain acceptable levels of handicapped to nonhandicapped children (approximately 2 to 8). Children received the majority of special services in their regular day care classroom placement. The emphasis of the PTP was on preparing children to function in mainstream environments. In addition to developmental and preacademic skills, children were taught classroom "survival" skills and social skills. While many aspects of transition were addressed by the Project, the procedures described in the manual can be used independent of other components.

The administrative transition procedures developed for the Project do not require extra staff or require excessive time from already employed

staff. Based on our experience with several LEAs, we believe the administrative procedures are applicable across service providers and districts.

Communication and Information Exchange

Communication is a very idiosyncratic part of transition. Each LEA follows a different set of procedures that influences what must be communicated and when. The provider of preschool handicapped services (the sender) should expect to conform to the needs of the LEA (the receiver). The LEA serves many handicapped children compared to the preschool and its procedures are therefore less flexible.

A variety of communication procedures and forms have been developed by programs and transition topic that has been dealt with by many projects concerned with transition. A list of places from which one may obtain information about these procedures is found in Appendix 1. This section of the manual will describe one set of procedures and the results.

To initiate the communication process, preschool staff contacted the special education directors of each of the LEAs that children would attend. The preschool's goals were explained and the issue of children's transition was discussed. The preschool staff member gave the special education director a form describing the types of information and services they could provide (e.g., evaluation reports, Individual Education Plans, teacher reports, meetings with child placement team, etc.). (Some of the forms used were adapted from Gallaher, Maddox, and Edgar, 1984.) The director was asked to discuss possible transition procedures with his or her staff and a follow-up meeting was scheduled.

In the follow-up meeting it became clear that formal reports were the

item of most interest to the special education directors. They were interested in receiving reports for all children who would need special education services. In addition, they expressed interest in receiving overall placement recommendations. They suggested a timeline for delivery of this information (Appendix 2).

Based on the feedback from the LEAs, preschool staff agreed to send the following information:

a) Evaluation reports from psychological or developmental skill assessment instruments.

b) Evaluation reports from speech and language assessments.

c) Other evaluation reports (i.e., from occupational or physical therapists, medical reports, etc.).

d) A teacher summary report. This report is based on the teachers observation of the child and contains information on teaching strategies found to be most useful, information on classroom behavior and functioning, and information on skill levels (see example, Appendix 3).

e) A copy of the child's final Individual Education Plan.

f) A child summary form (Appendix 4).

In general, only reports on the most recently completed assessments were sent. Earlier assessment reports were included only if they provided additional information.

Before this information was sent, a placement recommendation letter was sent to the LEA. This letter included identifying information on the child, a brief overview of current functioning, and placement recommendations (see Appendix 5 for an example letter). After sending the letter, staff made

phone contact with the special education director of each LEA, to ensure that they received it and to answer any questions.

Developing a Transition Plan

Many approaches to transition suggest that the sending program obtain information about the future environment in which the transitioning child will be placed in (e.g., Fowler, 1982; Vincent, Salisbury, Walter, Brown, Gruenwald, & Powers, 1980). This information would be include the school the child will enter, the classroom in which he will be placed, and knowledge about the child's future teacher. Based on this information, the staff of the sending program then tries to incorporate aspects of the future environment into the child's current programming to help facilitate the transition.

This strategy, although useful, cannot always be implemented. Some LEAs do provide such early enough in the year to use it in the child's programming. Factors such as fluctuating budgets may make it impossible for LEAs to provide information about placements and staffing patterns.

In addition, it may not be possible to anticipate a child's future placement early in the last year of preschool because one cannot project the child's progress. Thus, it may be difficult to project the best placement for the child in the coming school year. Some children in the PTP program, for example, progressed so much during a year that they were placed in a regular kindergarten classroom (sometimes with resource services). Other children had required self contained special education services in kindergarten. LEAs were interested only in advance information about children who were in need of special education services. When it was not certain what service a child would require, it seemed unwise to activate the

transition procedures too early. Finally, specific programming for the future environment would have required extra staff time from both sending and receiving programs. Neither the LEA nor the preschool could furnish this time. Thus, all children in the PTP were taught mainstreamed classroom survival skills (Skills for School Success, Fiechtl, Innocenti, & Rule, 1987) but the transition timetable was not tailored early in the year to specific future placements.

Parents were involved in a series of advocacy workshops (Innocenti, Rule, & Fiechtl, 1987) to help prepare them for their role in their child's transition. The Transition Plan was developed as a way to coordinate transition activities and thus is included here as an administrative tool.

Evaluate skills and discuss options. During the month of April of the school year prior to the transition, evaluation students' skills. It is important to measure preacademic skills, adaptive skills, personal-social skills, and survival skills. A number of instruments exist for measuring adaptive and personal-social skills. The PTP staff have used the Battelle Developmental Inventory and the Developmental Profile II for this purpose, combined with reports from direct observations of classroom functioning. There are a number of checklists available to measure survival skills (see Appendix 6), but none is norm referenced. Survival skills were measured by the PTP staff based on direct observation of children in the Skills for School Success curriculum. The staff of the sending program should meet to discuss the child and to reach consensus about the type of placement likely to best meet the child's needs. Staff from the sending program must inform themselves about the variety of placement options in the LEA the child will enter. Occasionally, more than one type of placement option may be

appropriate. The program staff may choose more than one satisfactory placement option.

Meet with parents. The next step involves meeting with the child's parents. This meeting should occur by the end of April. Begin the meeting by encouraging the parents to discuss their perceptions and preferred placement of the child. Then present the information you have on the child and your opinions on best placement options. Discuss placement options with the parents until some consensus occurs. The staff of the PTP made it a policy not to interact with the LEA or any other source unless specific parental permission was given. The parent, at all times, remains the primary advocate for the child. When agreement is reached about a placement, discuss a plan of action to facilitate a positive transition. Then complete the Transition Plan.

The Transition Plan (Appendix 7) is essentially a contract, similar to the Individual Education Plan, where the role of parent and sending program staff in the child's transition are clearly specified. The content of the plan will vary depending on the desired placement option(s). If the child needs placement in a full time special education setting then the majority of responsibility falls with the sending program. It becomes the sending program's responsibility to make contact with the LEA, provide recommendations, and send reports (as discussed above). If the parents want you to sit in on placement or IEP meetings, their goal is to arrange for you to be present. If the parents want you to contact the receiving teacher (a follow-up procedure is discussed in a later section), their goal will be to arrange this at the appropriate time. Generally, the PTP staff have found that if parents desire that preschool staff take an active role in the

transition process, then it is best for them to initiate this role with the school district.

For a child whose preferred placement option is a regular classroom with some special services (e.g., speech therapy), the preschool special educator must be aware that parents may have varying opinions about how to make the transition. They may not want all records sent to the LEA, or only some records sent. Parents may want to initiate the process to receive services once the child begins the new year. If the child will be placed in a regular classroom without special services, the parent will probably be responsible for the transition. The parent may prefer that the child be placed in a specific kindergarten classroom. In this case, the parent must contact the principal of the receiving school, make arrangements to visit possible classrooms, and discuss placement with the principal. The parent may want to contact the teacher on a regular basis to monitor progress.

A variety of completed Transition Plans are included in Appendix 8. These plans present transition steps that have been developed for children going into different receiving environments.

Follow-up Procedures

Follow-up after the transition is considered an important aspect of the transition process (Fowler, 1982; Hutinger, 1981; Vincent et al., 1980). The amount and kinds of follow-up that can be done will be dependent on the available resources of a program. Follow-up can be a very lengthy process, but it does not necessarily need to be.

PTP staff asked special education directors of the LEAs what types of follow-up they considered useful for receiving teachers. They responded that reports sent by preschool teachers should be sufficient. This response was

surprising in that information exchange between teachers has been frequently cited as a weak transition area (Applied Management Service, 1978; Moore, Fredericks, & Baldwin, 1981; Schwartz, Dykstra, & McLaughlin, 1980).

The PTP staff decided to implement a follow-up procedure. For all children who were placed in a special education classroom or whose parents requested that reports be sent to the school district, the name of the child's teacher was obtained from the parents at the beginning of the school year, and information was sent to that teacher. The information consisted of the Teacher Summary Report (Appendix 3), a Child Summary (Appendix 4), and a copy of the child's IEP, and a letter explaining the preschool services. Preschool staff offered to consult with the receiving teachers. Preschool staff made a phone call to each teacher to ensure that he or she received the material and to reiterate the offer to consult. This procedure was followed for five children during the first year of the project; consultation was requested on only one child. In an end-of-year evaluation, all the receiving teachers reported that they found the information we sent useful, and expressed appreciation of our offer for consultation. Based on this evaluation, the follow-up procedures were repeated but the phone contact was eliminated.

Minimal follow-up procedures might include sending student records directly to the receiving teacher offering consultation. Apart from the offer of consultation, preschool staff input is limited. Further requests come from the receiving teacher or parents.

Overview

The procedures described are easily implemented. They helped to prevent a communication gap when children with handicaps graduated from preschool,

gave parents an understanding of what to do to make input to schools about their children's placements, and ensured that information about a child reached his or her new classroom teacher if parents so desired. Transition procedures may vary, but they should be as organized as much as any other aspect of the child's education. It is hoped the procedures and forms in this manual help you in developing an effective set of administrative transition procedures.

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Appendix 1

List of Transition Projects

The following is a list of projects that focus on the transition of young handicapped children.

Albuquerque Integration Model
Project AIM Outreach
3501 Campus Blvd. NE
Albuquerque, NM 87106
505-266-8811

Kids in Transition
Northern Trails Area Education Agency
Box M
Clear Lake, Iowa 50428
515-357-6125

Hampton University Mainstreaming
Outreach Services
Hampton University
Hampton, VA 23668
804-727-5751

Parents and Preschoolers in Transition
Easter Seal Society
2800 13th Street, N.W.
Washington, D.C. 20009
202-232-2342

Planning School Transitions
Bureau of Child Research
223 Haworth Hall
University of Kansas
Lawrence, KS 66045
913-864-3050

Sequenced Transition to Education
in the Public Schools (STEPS)
Child Development Center
465 Springhill Drive
Lexington, KY 40503
606-278-0549

Also, you can refer to:

Early Childhood Interagency Transition Model
Authors: J. Gallaher, M. Maddox, and E. Edgar
Published by: Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009

Project Transition Outreach Services: Final Report, 1982
Author: M. Hollier
Available from: ERIC Document Reproduction Service
No. ED 227 628

Other products available from the Preschool Transition Project:

Training Parents to be Informed Advocates for their Handicapped Child: Planning and Implementing a Series of Parent Meetings.

The Skills for School Success Curriculum: A Manual for Teachers.

Appendix 2

Transition Timeline

Transition Step and Timetable

	Step	Time
1.	Contact school officials regarding children transitioning into district.	Mid April
2.	Meet with parents to discuss placement recommendations. Complete Transition Plan.	End of April
3.	For children who are recommended for continuing special education services, send child letter of introduction and placement recommendations. Send beginning of the year reports and end-of-year reports you may have. For children who have made significant gains since the beginning of the year, some updated information reflecting this change is recommended.	Early May
4.	Send complete information to school district, include all reports, copy of IEP, teacher report, and child summary with placement recommendations.	End of May
5.	The Transition Plan dictates activities for all children from the beginning of the school year onward. Possible options are:	Per Transition Plan
	A. Contact parent for exact placement information.	Early September
	B. Contact teacher to discuss child.	Mid to late September
	C. Contact parents to determine if further assistance is needed.	Late September
	D. Have goal for parent to contact you if continued help is needed or they would like you to sit in on meetings.	As needed

Appendix 3

Examples of Teacher Summary Reports

Teacher Summary Report

Child: K. J. Date of Report: June 9, 1986

School: Developmental Day School, Layton, Utah

Program: Preschool Transition Project Project Teacher: F. B.

Child background:

K.J. is a 5 year, 9 month old boy who participated in the Preschool Transition Project for 9 months. Prior to this, K.J. was not enrolled in any preschool or day care. This information is based on K.J.'s behavior and the Brigance Inventory of Early Development.

Child summary:

Upon entry, K.J.'s academic and communication skills were 1.5 to 2 years behind his age, with social, physical, and self-help skills at age level.

At final testing, K.J. showed marked improvement, especially in language and academic skills. K.J. can name 11 colors, 5 shapes, and all the capital and small letters. He responded correctly to quantity and direction questions at age level and responded one year above age level on "why" and use questions, and classifying items into groups.

K.J. counts items to 10, count by rote to 39, reads numerals and number words, and writes numerals dictated from 1 to 10. His drawings of people have 10 parts and he can copy 8 shapes. K.J. can cut out shapes and people, and can cut cardboard and cloth. He also prints his first and last name, age, and phone number.

K.J. is a very willing and cooperative workers. He attends the entire 15 minutes in a group, volunteers answers, and listens to others when it is not his turn. He can complete a series of 3 tasks in 15 minutes with only

one general direction and will independently complete worksheets following general directions. He responds well to praise as he is so eager to please.

K.J. speech sounds are still behind age level; he is understandable but will require private speech therapy to improve his articulation. He responds well to prompts and attempts to correct his sounds. With individual therapy he should improve quickly.

It was a pleasure to have K.J. in the class. He interacts well with grown-ups and peers -- praising, questioning, and joking with all. If there are any further questions, please feel free to call.

Teacher Summary Report

Child: B. P. Date of Report: June 11, 1986

School: Developmental Day School, Layton, Utah

Program: Preschool Transition Project Project Teacher: F. B.

Child background:

B.P. participated in the Preschool Transition Project from September, 1985 to May, 1986. Prior to this, B.P. was enrolled in the Social Integration Project at the Developmental Day School for 1.5 years. The following is based on B.P.'s behavior and the Brigance Inventory of Early Development.

Child summary:

Upon entry, B.P. skills were at 2.5-3.0 year level in fine motor skills (copying a V and cutting a strip of paper in two) and 3.0-4.0 in general knowledge (naming 18/25 body parts, 5 colors and pointing to the capital ABC's.)

B.P. made steady progress throughout the year on IEP goals. In final testing, he could draw a person with 6 parts, print his first name, copy +, __, __ and cut out small triangles and large circles within a 12 mm. border moving the paper while cutting. B.P.'s cutting, as his writing, is very deliberate. He was accurate on the circle but not within the time limit. A majority of B.P.'s work on activities or worksheets throughout the day is consistent with this -- deliberate but not quick.

In general knowledge, B.P. responded more appropriately to quantity, direction, and functional use questions, scoring at the 5.0 year level (as opposed to a pretest level of 3.0). Academically, B.P. names all capital and

16 lower case alphabet, rote counts to 39, writes and names numerals 1 to 10, and counts groups of 1 to 10 items.

B.P. did not interact very often in play with other children. With practice, he learned to cooperatively build with another child and also learned to initiate contacts to get a turn with a toy during freeplay. At the end of the year, he would seek feedback on his work, sometimes from his peers and always from his teachers. B.P. responds well to praise and appears to try to please the teacher. His motor planning is poor; often B.P. will bump into shelves or tables and even step on other children. When reminded firmly to take his time and watch where he is going, B.P. does better at moving through the room.

B.P.'s speech is clear but the rhythm is quite slow and deliberate and often appears choppy. His sentences are complete, containing articles, adjectives, and sometimes prepositions, but he needs practice at improving the rhythm and flow of his speech.

B.P. generally attended for 15 minutes in a small group. He responded to questions in a group, whether asked of him individually or the entire group. He can work on a series of three tasks individually for 15 minutes--not always completing all tasks but most often working continuously. His individual work skills have greatly improved and, most of the time, worked without bothering or even watching his peers.

After a few months of practice at his group and individual working behaviors, B.P. was a well behaved member of the class. I hope he does well in his next class. He has some very good skills but sometimes his behavior interferes with his performance. Practicing a routine along with praise for a good performance brought his behavior to an acceptable level in the class.

I enjoyed working with B.P. and hope he does well in his new class. If there are further questions, please feel free to call.

Appendix 4

Child Summary Form

Preschool Transition Project
CHILD SUMMARY

Child's Name_____ Date_____

Name Child Called_____ Form Completed By_____

Birthdate_____ Chronological Age_____

Address_____

Telephone_____

Mother's Name_____ Father's Name_____

Address_____ Address_____

_____ _____

Telephone_____ Telephone_____

Sibling Names and Ages _____; _____;

_____; _____; _____;

Sending Teacher's Name_____ Telephone_____

Support Staff's Name/Position_____ Telephone_____

Support Staff's Name/Position_____ Telephone_____

Support Staff's Name/Position_____ Telephone_____

Current Placement_____

Attendance: Regular _____ Inconsistent _____

Child's Disabilities and Degree of Involvement:_____

_____

_____

_____

Child Precautions and Management:_____

_____

_____

_____

Child's General Developmental Levels

	Developmental Age (Year Months)	Date of Test	Tool
Social			
Receptive Language			
Expressive Language			
Fine Motor			
Gross Motor			
Self-Help			
Cognitive			

Recommended Placement: (check preferred placement)

_____ 1. Regular _____ Grade with _____ or without _____ Related Services.

_____ 2. Regular _____ Grade with up to _____ hour(s) in Resource Room.

_____ 3. Self-contained with contact in Regular Education. Indicate areas of probable success: _____

_____ 4. Self-contained _____

_____ 5. Other (describe) _____

Needed Related Services:

Speech and Language Therapy _____

Occupational Therapy _____

Physical Therapy _____

Other: _____

Other Information _____

_____

_____

_____

_____

Appendix 5

Sample Placement Letters

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-6805

DEVELOPMENTAL CENTER FOR HANDICAPPED PERSONS
Outreach, Development and Dissemination Division
(801) 750-1991

May 5, 1987

John Smith, Ph.D.
Director of Special Education
ABC School District
Utah

Dear John:

This is the follow-up letter to our phone conversation of May 4, 1987, regarding the transition of children from our preschool program to the ABC School District. As we discussed, there are two children transitioning into the ABC School District that your office needs to be aware of. Both children will be entering kindergarten. I will provide you with some background information on these children and our recommendations.

The first child is A.A. A.A. is the daughter of J. and S. A., 150 West 200 South, Anywhere, UT. A.A.'s neighborhood school is Apple Elementary. A.A. is a physically handicapped child. She has cerebral palsy (CP) that affects only her legs. Other than this physical handicap, A.A. is not delayed. She has a Stanford-Binet IQ score of 108 and a Bracken Screening Test standard score of 96. A.A.'s personal-social skills and adaptive skills are developmentally appropriate; her verbal skills are excellent. A.A. is mobile with a walker, and other, less restrictive, walking aids are scheduled for the near future. A.A.'s only difficulty is stairs. She crawls up and down stairs, independently, but needs someone to carry her walker. She has had no difficulty in moving around her classroom or the Developmental Day School while enrolled in the Preschool Transition Project. Occasionally, she needs more time to complete activities that require her to move around the room. She will ask peers and teachers for assistance when needed. Our recommendation for A.A. is that she be placed in a regular kindergarten classroom. A.A. will need bus service to get to school and her parents are interested in her receiving adaptive physical education. Some classroom adaptations may be necessary.

The second child is R.N. R.N. is the son of D. and B. N., 170 West 1000 North, Anywhere, UT. R.N.'s neighborhood school is West Elementary. R.N. has received a Stanford-Binet IQ score of 93 and a Bracken Basic Concept Test scale score of 84. R.N.'s personal-social skills and adaptive skills are at an age appropriate level. R.N.'s speech and language skills are delayed.

Our recommendation for R.N. is that he be placed in a regular kindergarten and receive speech and langauge therapy during the kindergarten year.

If you have any further questions about A.A. or R.N., please feel free to call. I will send relevant test reports on these children by the end of May.

Sincerely,

Mark S. Innocenti, Coordinator
Preschool Transition Project

/tp

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-6805

DEVELOPMENTAL CENTER FOR HANDICAPPED PERSONS
Outreach, Development and Dissemination Division
(801) 750-1991

May 5, 1987

Mary Jones
Coordinator of Special Education
XYZ School District
Utah

Dear Mary:

This is the follow-up letter to our phone conversation of May 4, 1987, regarding the transition of children from our preschool program to the XYZ School District. As we discussed, there are two children transitioning into the XYZ School District that your office needs to be aware of. Both children will be entering kindergarten. I will provide you with some background information on these children and our recommendations.

The first child is F.S. F.S. is the son of S. and P. S., 100 East 120 South, Suncity, UT. F.S.'s neighborhood School is Utah Elementary. F.S. has received a Stanford-Binet IQ score of 58. On the Battelle Developmental Profile, F.S.'s performance places him in the first percentile on all areas assessed. Our recommendation for F.S. is that he be placed in a classroom for the intellectually handicapped and receive necessary related services. We also recommend that F.S. receive social skills training that could lead into some mainstreaming options in the future.

The final child is W.H. W.H. is the son of R. and L. H., 100 South 300 West, Greentown, UT. W.H.'s neighborhood school is Hillside Elementary. W.H. is a child with Down's Syndrome. W.H. has received a Stanford-Binet IQ score of 67 and a Bracken Basic Concept Test standard score of 73. W.H.'s personal-social skills and adaptive skills are at a developmentally appropriate level. W.H. has severe language deficits. He can speak, but speaks primarily in one to three word sentences that are difficult, at times, to understand. Our recommendation for W.H. is that he be placed in a classroom for the intellectually handicapped with a heavy emphasis on speech and language services. Where W.H.'s personal-social skills are at an age appropriate level and he demonstrates good social skills at the Developmental Day School, both with children in the programs and those not in the program, we recommend that he be mainstreamed for part of the school day. Perhaps a situation can be arranged where he spends part of his day in a regular

kindergarten classroom. The emphasis there would be on independence skills and social skills, rather than academics. W.H. has demonstrated good work behaviors and independence skills. Adaptations for his language skills will be necessary. We suggest this type of mainstreaming as one possible option. You may be aware of other options that exist in your district.

If you have any further questions about F.S. or W.H., please feel free to call. I will send test reports on these children by the end of May.

Sincerely,

Mark S. Innocenti, Coordinator
Preschool Transition Project

/tp

Appendix 6

Instruments to Measure Survival Skills

Instrument: Mainstreaming Expectation and Skills Assessment - Preschool and Kindergarten Edition (MESA-PK)

Available from: John Killoran or Sebastian Striefel
Education Unit
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800

Instrument: Kindergarten Survival Skills Checklist

Reported in: Vincent, L. J., Salisbury, C., Walter, G., Brown, P., Gruenwald, L. J., & Powers, M. (1980). Program evaluation and curriculum development in early childhood/special education: Criteria of the next environment. In W. Sailor, B. Wilcox, & L. Brown (Eds.), Methods of Instruction for Severely Handicapped Students (pp. 303-328). Baltimore: Paul H. Brooks.

For Information Contact: L. Vincent
University of Wisconsin
Madison, Wisconsin

Instrument: Cooper-Farran Behavior Rating Scale

Reported in: Cooper, D.H., & Farran, D. C. (1985). Cooper-Farran Behavior Rating Scales (Technical Report). College Park, MD: University of Maryland.

For information contact: D. H. Cooper
Department of Special Education
University of Maryland
College Park, MD 20742

Appendix 7

Transition Plan

Preschool Transition Project

Transition Plan

Child: _____

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 19__/__ school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: _____

Neighborhood School: _____

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project

Transition Plan

Step	Person Responsible	Target Date	Date Accomplished

Appendix 8

Examples of Completed Transition Plans

Preschool Transition Project

Transition Plan

Child: R. N.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten with speech services

Neighborhood School: Utah Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. PTP staff will contact school district to discuss process for getting R. N. speech services.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project

Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. PTP staff will send end of year records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school principal to discuss R. N.'s placement. Other contacts will be made based on #1 recommendations.	Parents	May 30, 1987	
4. Parents will stay in close contact with teacher during school year. Provide teacher report to teacher if necessary.	Parents	1987/88 School Year	
5. Parents can contact PTP staff for advice if necessary. (Mark Innocenti 750-1234)	Parents	As needed	

Preschool Transition Project

Transition Plan

Child: F. S.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Self-contained

Neighborhood School: West Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. SIP staff will send letter to XYZ school district to introduce F.S. and give recommendations.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project

Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. SIP staff will send records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school district regarding F.S.'s placement.	Parents	May 30, 1987	
4. F.S.'s parents will contact SIP staff to inform of placement.	Parents	Sept 15, 1987	
5. SIP staff will send teacher records.	M. Innocenti	Sept 15, 1987	
6. F. S.'s parents may contact SIP staff with questions or other. (Mark Innocenti 750-1234)	Parents	As necessary	

Preschool Transition Project

Transition Plan

Child: U. K.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: Brown Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. U.K. is recommended for enrollment in regular kindergarten at the Brown School. Parents will contact the principal to	Parents	May 30, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project

Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
discuss U.K.'s medication needs and classroom placement.			
2. PTP staff will send U.K.'s records to parents for their files.	B. Fiechtl	June 5, 1987	
3. Monitor U.K. through the school year, through the teacher, to keep informed of progress.	Parents	Monthly 1987/1988	
4. If speech services are desired, inform U.K.'s teacher for school to do testing.	Parents	If needed	
5. If you have questions feel free to call Mark Innocenti 750-1234.	Parents	As necessary	

Preschool Transition Project

Transition Plan

Child: J. B.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: South Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Provide the parent's with J.B.'s reports for their file.	B. Fiechtl	June 5, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project

Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. Sign J.B. up for school round-up to get him on school records.	Parents	May 31, 1987	
3. Contact school principal to discuss J.B.'s classroom placement, once school placement is determined.	Parents	Sept, 1987	
4. Talk to kindergarten teacher to discuss J.B. Provide him/her with teacher report from Barbara.	Parents	Sept, 1987	
5. Monitor J.B.'s behavior on consistent basis with J.B.'s teacher.	Parents	1987/1988 School year	
6. Contact Mark Innocenti if advice needed or problems occur (750-1234).	Parents	1987/1988 School year	